A Study on Services Quality Assessment of BBA Colleges Affiliated to VNSGU In South Gujarat

A SYNOPSIS OF THESIS

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1. Introduction

India's higher education system is the third largest in the world, next to the United States and China. The main governing body at the tertiary level is the University Grants Commission, which enforces its standards, advises the government, and helps coordinate between the centre and the state. As per the record of Ministry of Human Resource Department the academic institution has increased near about 20 times from 1947 to 2011. Indian higher education system has expanded at a fast pace by adding nearly 20,000 colleges and more than 8 million students in a decade from 2000-01 to 2010-11. As of 2013, India has 42 central universities, 275 state universities, 130 deemed universities, 90 private universities, 5 institutions established and functioning under the State Act, and 33 Institutes of National Importance. Other institutions include 33,000 colleges as Government Degree Colleges and Private Degree Colleges, including 1800 exclusive women's colleges, functioning under these universities and institutions as reported by the UGC in 2012.

Higher education is education provided by universities and other institutions that award academic degrees, such as university colleges, self finance affiliated college. As per the General Agreement on Trade in Services (GATS), Higher Educational Services include education services leading to a university degree or equivalent. Such education services are provided by universities or specialized professional schools. In Indian system the Higher Education is shared responsibility of both the Centre and the States. The coordination and determination of standards in institutions is the constitutional duty of the Central Government.

The Central Government provides grants to University Grant Commission (UGC) and establishes Central Universities in the country. The Central Government is also responsible for declaring educational institutions as “deemed-to-be University” on the recommendation of the UGC.

At present, the main constituents of University or University-level Institutions are :-

1. Central Universities,
2. State Universities,
3. Deemed-to-be Universities
4. University-level institutions and
5. State approved Private university

Alike developed country in India too Higher education institutions are looking forward of improvements in teaching service quality to satisfy the expectations of their students and the society. Managing services is difficult than managing the goods. India must now move on four fronts: and one of them is, it must use the market more and more to improve quality in the largely private professional education system, with the state ensuring public assessment so parents and students decide which institutes are of adequate quality to survive (Nausad Forbes, 2014). Hence it is necessary to understand that service processes which are different from manufacturing processes, especially due to their intangible nature and the direct participation of clients. Every company is Aiming to make clients loyal, and so companies have made every effort to meet their needs and exceed their expectations. The main thing to make them loyal or satisfied is to provide them better quality services. And how to assess the quality of intangible and perishable is big question but The SERVQUAL scale is one of the tools that can help in this sense. Education services have very particular characteristics; the SERVQUAL model must be adapted according to the most important determining factors proposed by Parasuraman, Zeithaml and Berry (1985). These are Reliability, Tangibility, Responsibility, Security and Empathy.

Although education industry is kind of NPO but due to modernization, privatization and competition we witnessed tremendous changes and improvements in education industry. The overall scenario of higher education in India does not match with the global Quality standards. Hence, there is enough justification for an increased assessment of the Quality of the country's educational institutions. According to Oliver (*apud* SALOMI and MIGUEL, 2005), SERVQUAL is the method that assesses client satisfaction as a result of the difference between expectation and the performance obtained. According to Zeithaml, Parasuraman and Berry (1990), SERVQUAL is universal and can be applied to any service organization to assess the quality of services provided.

Thus, the survey question that guided the elaboration of this study was: how is it possible to adapt quality tools, more specifically the SERVQUAL scale, to measure quality in Higher education service activities? The main objective of this research is to assess the services quality of higher education with special reference to BBA

colleges of south Gujarat affiliated to Veer Narmad South Gujarat University by adapting the SERVQUAL scale and to present the results with university.

2. Theoretical Framework

Measuring the quality of a service can be a very difficult exercise. Unlike product where there are specific specifications such as length, depth, width, weight, colour etc. a service can have numerous intangible or qualitative specifications. In addition there is there expectation of the customer with regards the service, which can vary considerably based on a range of factors such as prior experience, personal needs and what other people may have told them.

SERVQUAL – a methodology for measuring service quality

As a mean to measure service quality, researchers (Zeithaml et al.) have developed a methodology known as SERVQUAL – a perceived service quality questionnaire survey methodology.

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As a way of trying to measure service quality, researchers have developed a methodology known as SERVQUAL – a perceived service quality questionnaire survey methodology.

SERVQUAL examines five dimensions of service quality:

1. Reliability - The organization's (college's) ability to perform the promised service dependably and accurately
2. Responsiveness - The organizations (college's) willingness to help customers (students) and provide prompt service
3. Assurance - The knowledge and courtesy of the organization's (college's) employees and their ability to convey trust and confidence in customers (students)
4. Empathy - The caring individual attention the organization (college) provides its customers (students)

5. Tangible - The appearance of the organization's (college's) physical facilities, equipment, personnel and communication materials

For each dimension of service quality above, SERVQUAL measures both the expectation and perception of the service on a scale of 1 to 7, it comprises of 22 questions in total. In this total 21 statements were taken.

Then, each of the five dimensions is weighted according to customer importance, and the score for each dimension multiplied by the weighting.

Following this, the Gap Score for each dimension is calculated by subtracting the Expectation score from the Perception score.

A negative Gap score indicates that the actual service (the Perceived score) was less than what was expected (the Expectation score).

The Gap score is a reliable indication of each of the five dimensions of service quality. Using SERVQUAL, service providers can obtain an indication of the level of quality of their service provision, and highlight areas requiring improvement.

3. Objectives of the Study

The main objective of this research study is to assess services quality of all BBA colleges that are affiliated to VNSGU in South Gujarat Region.

Primary Objective: to assess the service quality offered by BBA Colleges that are affiliated to VNSGU of south Gujarat by utilizing the adapted SERVQUAL scale.

Secondary Objectives: To assess the various dimensions of service quality of the BBA College, the overall level of service of BBA College and the relative importance of each of the dimensions in influencing Students' perception of service quality.

This research also investigated satisfaction level among students who come from different background i.e. family income per annum, family composition, their medium of schooling, as well as of different colleges and of different area and these are helpful to form my secondary objectives.

4. Literature Review

Review of literature is the most useful and simple method of formulating the research problem. The researches done by previous researchers are reviewed and their usefulness is evaluated to serve as basis for further research. Thus researcher reviews and builds upon the work of others. The reviews that are collected by the researcher should give an insight into the field under study. The reviews must explain the need and scope of the study under consideration.

Parasuraman, Zeithaml and Berry (1985) pointed out that the concept of quality prevalent in the goods sector is not extendable to the services sector. Being inherently and essentially intangible, heterogeneous, perishable, and entailing simultaneity and inseparability of production and consumption, services require a distinct framework for quality explication and measurement.

The first model which is the Gaps Model developed by Parasuraman et al. (1985) It is intended to be applied when analyzing sources of quality problems and for helping management understand how to improve quality. The Model illustrates how service quality emerges.

One major contribution of Parasuraman, Zeithaml and Berry (1988) was to provide a brief definition of service quality. They defined service quality as 'a global judgment, or attitude, relating to the superiority of the service', and explicated it as involving evaluations of the outcome (i.e., what the customer actually receives from service) and process of service act (i.e., the manner in which service is delivered). In line with the propositions put forward by Gronroos (1982) and Smith and Houston (1982), Parasuraman, Zeithaml and Berry (1985, 1988) posited and operationalized service quality as a difference between consumer expectations of 'what they want' and their perceptions of 'what they get.' Based on this conceptualization and operationalization, they proposed a service quality measurement scale called 'SERVQUAL.' The SERVQUAL scale constitutes an important landmark in the service quality literature and has been extensively applied in different service settings.

Hanna Shauchenka, Eugenia Busłowska concluded that SERVQUAL is extensively used as a high education service quality measurement instrument due to its simple structure, generalization capability and the ease of use [21, 44, 45]. Nevertheless, since the quality of service largely depends on human behavior, the quality dimensions of the measuring instrument differ in different service settings. That is

why the SERVQUAL dimensions, and items under each dimension, are modified to suit a particular application [21, 44, 46, 47]. The more complicated modifications have been recognized as the new service quality measurement instruments: SERVPERF, HEdPERF, FM-SERVQUAL, Weighted SERVQUAL, Weighted SERVPERF and Weighted HedPERF [21, 44, 46, 47].

Jain and Gupta (2004) have done a comparative analysis of two major service quality measurement scales: SERVQUAL and SERVPERF. An ideal service quality scale is one that is not only psychometrically sound but is also diagnostically strong enough to provide insights to the managers for corrective actions in the event of quality shortfalls. That study assesses the diagnostic power of the two service quality scales. Using data collected through a survey of consumers of fast food restaurants in Delhi, the study finds the SERVPERF scale to be providing a more convergent and discriminate valid explanation of service quality construct. However, the scale is found deficient in its diagnostic power. It is the SERVQUAL scale which outperforms the SERVPERF scale by virtue of possessing higher diagnostic power to pinpoint areas for managerial interventions in the event of service quality shortfalls. SERVPERF scale should be used for assessing overall service quality of a firm because of its psychometric soundness and greater instrument parsimoniousness. One should employ the The SERVPERF scale should also be the preferred research instrument when one is interested in undertaking service quality comparisons across service industries.

Prajapati and Kachwala (2006) in their study have found out that the delivery of information i.e. knowledge transmission in the case of Management Education Institutes (MEI) is intangible in nature. Therefore, the inputs in terms of delivery of this knowledge - faculty, equipment and the entire environment and infrastructure are very important for quality. A gap was found between the quality rendered by faculty and service provider, and quality required by students. The study encompassed Business Schools in Mumbai as perceived by students are evaluated. The questionnaire was on the basis of a hypothesized model for service quality. Factor analysis of the responses helped to develop a working model for the perceived service quality factors in Management Education Institutes. This helped in identifying the improvements in Service Quality in Management Education Institutes.

Michael Stodnick and Pamela Rogers, claimed that their research was the first to apply the SERVQUAL scale to measure student perceptions of service quality in a classroom setting. Although the scale itself is well established, the application of it to the classroom and its success empowers this report's success. The findings suggested that the SERVQUAL scale is reliable and exhibits both convergent and divergent validity. In fact as per this research, in terms of scale development, SERVQUAL performed better than a traditional student evaluation scale, the Brightman scale. In addition, the SERVQUAL scale has been shown to display predictive validity, because a significant positive relationship exists between individual dimensions of SERVQUAL and two measures of student satisfaction as well as student learning.

Rodney Arambewela and **John Hall** found that their study investigated the relationship between the SERVQUAL constructs of reliability, responsiveness, assurance, empathy and tangibles and the country of origin and satisfaction among four groups of postgraduate business students from Asia studying in Australia. Scales were developed to examine this relationship, and were shown to be reliable.

A Case Study at Private Higher Education Institutions, by **Hishamuddin Fitri Abu Hasan**, **Azleen Ilias, Rahida Abd Rahman, Mohd Zulkeflee Abd Razak,** School of International Business and Finance, Labuan, University, Malaysia Sabah, they concluded that service quality has significant positive relationship with student satisfaction. It is important to verify here that from the regression analysis, two dimensions in service quality empathy and assurance are the most critical factor in explaining students' satisfaction. Whatever done to increase empathy and assurance in service quality therefore will help students to give better evaluation to their satisfaction.

Costas Zafiropoulos, and Vasiliki Vrana concluded that the findings reveal an existing gap in the way how students and staff regard education quality. This gap consists mainly in differentiations regarding expected and perceived quality but not in the final SERVQUAL scores, which are the differences between perceived and expected quality. Staff members have greater expectations, but on the other hand, they perceive current educational services to be of a higher level. Students have lower expectations and they perceive current educational status to be of a lower level. This finding could be attributed to several causes. It may reflect the experience that the staffs have gained through education, training and studying in other institutes, or

through employment experience. This experience could enable staff to value both their current situation with regards to the ideal university and also their current job, placing home institute lower than the ideal but still high enough.

Thus, SERVQUAL is a valuable instrument to measure service quality. In particular, it seems to be of use for research within the educational context. And thus, it confirms what other literature try to suggest here, which is by improving service quality, it may potentially improve the students' satisfaction as well and that is the priority of the private higher institutions due to the fact that they have to compete to earn interest from the students to study there. Although its original purpose was to measure consumers' attitudes, above works in the relative literature and recent practice suggest that it could fit to the educational context, since it can be used to explore differentiation in attitudes among students of different level. SERVQUAL is the most valuable when it is used periodically to track service quality trends and when it is used in conjunction with other forms of a service quality measurement.

5. Problem Definition :

From the above literature review, after referring numbers of research it can be said that because of its nature it is very difficult to assess the quality of services but its' not impossible to do so. These all research works came on the conclusion that quality of services can be measured or assessed.

Further regarding education sector, the literature review itself pointing out that it is not something that one can assess whether its certain practices are profitable or not. So again to assess the quality of education services is tougher than that of any normal services, because for any profit making services firm the quality is directly related with its profit but in case of education its' not so. Then also looking to current scenario its' very important for all educational institutes to remain foot step ahead for better contribution to the society. So here main question comes that which kind of services quality offered by BBA colleges that are affiliated to VNSGU in South Gujarat Region.

6. The Methodology to be Followed for SERVQUAL

Outlined below are the instructions for carrying out a SERVQUAL survey. I have surveyed BBA colleges affiliated to VNSGU by using this questionnaire entire procedure is as follows;

1. In this study "adapted SERVQUAL" was used for education institute by applying necessary changes. In this research total 21 statements were taken for each to check expectation level and perceived quality (perception).

2. BBA colleges affiliated to VNSGU in south Gujarat region were surveyed using the questionnaire (SERVQUAL), I have obtained the score for each of the 21 Expectation statements, and each of the 21 Perception statements. Then the Gap Score was calculated for each of the statements where;

   The Gap Score = Score of Perception (P) – Score of Expectation (E).

3. Then an average Gap Score was also obtained for each dimension of service quality by assessing the Gap Scores for each of the statements that constitute the dimension and dividing the sum by the number of statements making up the dimension.

4. Then accumulated of the averages scores calculated in step 2 above and it was divided by 5 to obtain an average SERVQUAL score. This score shows the unweighted measure of service quality for the area being measured.

5. For a weighted score also collected in the same questionnaire, and then based on the importance of weights for each of the five dimensions weighted average was calculated.

7. Research Methodology

1) **Research Design:** This study has measured the services quality offered by various BBA Colleges affiliated to VNSGU in South Gujarat Region. This was a descriptive research because according to Hair et al (2002, p.41), the descriptive research is applicable when a researcher look to answers to the how, what, who, when and where. These questions are interconnected with

marketing and decision variables in a uniqueness market structure. So its descriptive research nature.

2) **Sample Design:**
   - **A. Population:** Total number of Students of BBA colleges affiliated to VNSGU in South Gujarat Region.
   - **B. Sample Size:** Total 780, from each of the college total 30 sample were taken, 10 from FYBBA, 10 from SYBBA, 10 from TYBBA. Total 26 colleges were surveyed.
   - **C. Sampling Method:** In this research quota sampling method was used to collect samples. Quota sampling is a method for selecting survey participants on non probability basis. In quota sampling, a population is first segmented into mutually exclusive sub-groups, just as in stratified sampling that was done with FY, SY, and TY BBA. Then judgment is used to select the subjects or units from each segment based on a specified proportion.
   - **D. Sample Element:** Regular BBA Students of BBA college affiliated to VNSGU, In South Gujarat Region

3) **Data Collection:** This Study was based on Primary Data. For to examine the research objective and hypothesis primary data was collected through survey, and for rest of the details regarding information on Service quality, SERVQUAL and education system reference books, magazines, research papers, journals, news papers, websites was referred.

4) **Survey Tool:** While conducting survey though personal contacts with students, Structural Questionnaire was used as a Survey Tool that is modified SERVEQUAL scale containing 21 statements.

5) **Hypothesis:**

As SERVQUAL examines five dimensions of service quality, few of the hypotheses are:

$H_0$1 : Majority of the students are not satisfied with BBA colleges' offerings

$H_0$2: There is no significant difference in satisfaction level among male and female students of BBA colleges

$H_0$3: There is no significant difference in satisfaction level among students who come from different income group.

$H_0$4: There is no significant difference in satisfaction level among students who come from different family composition.

$H_0$5: There is no significant difference in satisfaction level among students who attended different medium of instruction at school level

$H_0$6: There is no significant difference in satisfaction level among students of different age group.

$H_0$7: There is no significant difference in satisfaction level among students of FY, SY and TYBBA

More hypotheses will also be formed and checked during dissertation preparation, which are based on difference in satisfaction level for each dimension for above mentioned demographic variables.

6) **Data analysis:** Collected data was primarily analyzed with methodology of SERVQAUL, then for testing the reliability of data Cronbanch alpha was used. After this calculated relevant measures of central tendency and Performed Cross tabulation. For detailed analysis descriptive statistics, t- test and ANOVA test, factor analysis will be applied through SPSS Package during final dissertation submission.

7) **Limitations:**

- Students may give their opinion under any pressure.
- Students may be in hurry as the survey was conducted during their free leisure time in college.
- The survey was focused on BBA Colleges only so it can't be generalized on other colleges.
- Some students were not too much aware about the college system as they may irregular to the college.
- They may not serious about survey because during the year they might come across numbers of surveys.

- Research work was carried out in south Gujarat only. The findings may not be applicable to the other parts of the country because of individual psychological differences.
- The views of the students may be biased, hence may not reflect true picture
- Due to busy schedule of students, they may not fill the questionnaire with their true feeling regarding their preference.
- Questions may not be fully understood by the students and hence cannot yield accurate result.
- The depth of the questions is limited as the questions are close ended and so the students cannot express their views in detail.
- The study is not longitudinal in nature and hence the changing views of students over the time cannot be captured thoroughly.

8. DATA ANALYSIS

Collected data will be primarily analyzed with methodology of SERVQAUL, then for testing the reliability of data Cronbanch alpha is used which gave 0.780 alpha value for expectations statements and for perceived statements 0.656 alpha value which indicates that data has good consistency as it is reliable to process on. In this study as it's a quota sample study, it contains 33.33% respondents from each year of study.

TABLE 1: GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	361	46.3	46.3	46.3
	FEMALE	419	53.7	53.7	100.0
	Total	780	100.0	100.0	

In this study 46% respondents were male and while rest 53.7% were female students were surveyed.

TABLE 2: Annual Family Income (Rs)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	< 2 LAKH	107	13.7	13.7	13.7
	>2 LAKH to 5 LAKH	347	44.5	44.5	58.2
	>5 LAKH to 10 LAKH	250	32.1	32.1	90.3
	>10 LAKH	76	9.7	9.7	100.0

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	>5 LAKH to 10 LAKH	250	32.1	32.1	90.3
	>10 LAKH	76	9.7	9.7	100.0
	Total	780	100.0	100.0	

In this study 13.7% respondents were belong to below 2 lakh annual family income, 44.5% respondents from 2 to 5 lakh annual family income, 32.1% respondents were belong to 5 to 10 Lakh annual family income while 9.7% respondents were from more than 10 lakh annual family income

TABLE 3: Family Composition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NUCLEAR	297	38.1	38.1	38.1
	JOINT	483	61.9	61.9	100.0
	Total	780	100.0	100.0	

In this study 38.1% respondent belongs to nuclear family and rest 61.9% respondents from joint family.

TABLE 4: Medium of Instruction at school level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ENGLISH	357	45.8	45.8	45.8
	GUJARATI	241	30.9	30.9	76.7
	HINDI	182	23.3	23.3	100.0
	Total	780	100.0	100.0	

In this study 45.8% respondents had English as a medium of instruction at school level teaching while, 30.9% of Gujarati and 23.3% had Hindi as a medium of instruction at school level.

TABLE 5: Means of transport from Home to college

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PUBLIC TRANSPORT	192	24.6	24.6	24.6
	BIKE	431	55.3	55.3	79.9
	CAR	157	20.1	20.1	100.0

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	BIKE	431	55.3	55.3	79.9
	CAR	157	20.1	20.1	100.0
	Total	780	100.0	100.0	

In this study out of total respondents 24.6% respondents belong to a class who uses public transport facility to travel to college, while 55.3% belong to a group who use bike and rest 20.1% belong to a group who use car as a means of transportation from home to college.

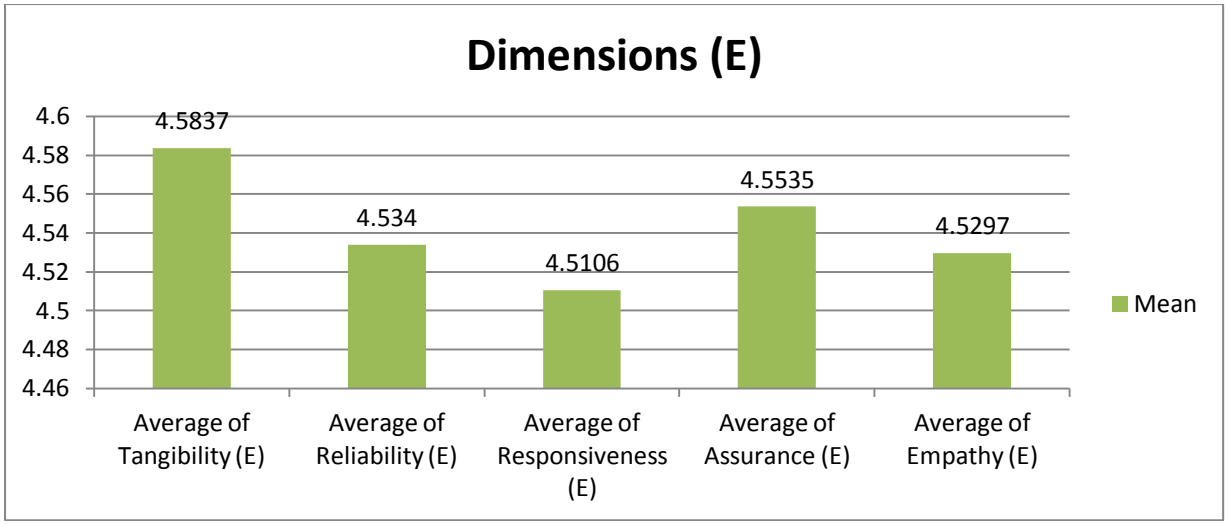
TABLE 7: CITY/TOWN NAME

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SURAT	450	57.7	57.7	57.7
	NAVSARI	60	7.7	7.7	65.4
	VALSAD	90	11.5	11.5	76.9
	BARDOLI	30	3.8	3.8	80.8
	ANKLESHWAR	30	3.8	3.8	84.6
	BHARUCH	60	7.7	7.7	92.3
	VAPI	30	3.8	3.8	96.2
	MANDAVI	30	3.8	3.8	100.0
	Total	780	100.0	100.0	

In this study, maximum respondents, 57.7% respondent were belonging to Surat city, as 30 samples were drawn from each of 15 different BBA colleges of Surat. 11.5% respondents from Valsad, 7.7% respondents from Navsari and Bharuch each, while 3.8% respondents from Bardoli, Ankleshwar, Vapi and Mandavi each.

TABLE 8: Descriptive Statistics for all dimensions (E)

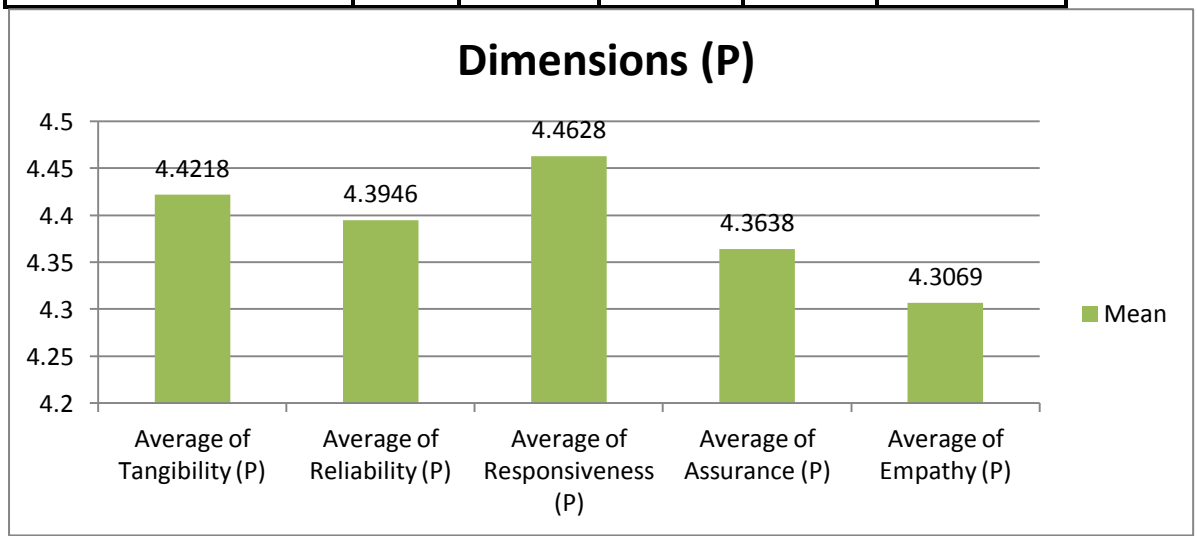
Expectation	**N**	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**
Average of Tangibility (E)	780	1.50	7.00	4.5837	1.24629
Average of Reliability (E)	780	1.75	9.50	4.5340	1.18728
Average of Responsiveness (E)	780	1.50	7.00	4.5106	1.26660
Average of Assurance (E)	780	2.00	7.00	4.5535	1.13686
Average of Empathy (E)	780	1.80	7.00	4.5297	.95710



From above table and chart it is clear that mean value of expectations of students for different dimensions of SERVQUAL is near about 4.5 out of 7 rating scale. Mean value of tangibility (E) is 4.5837, mean value of reliability (E) is 4.5340, mean value of responsiveness (E) is 4.5106, mean value of assurance (E) is 4.5535 and mean value of empathy (E) is 4.5297.

TABLE 9: Descriptive Statistics for all dimensions (P)

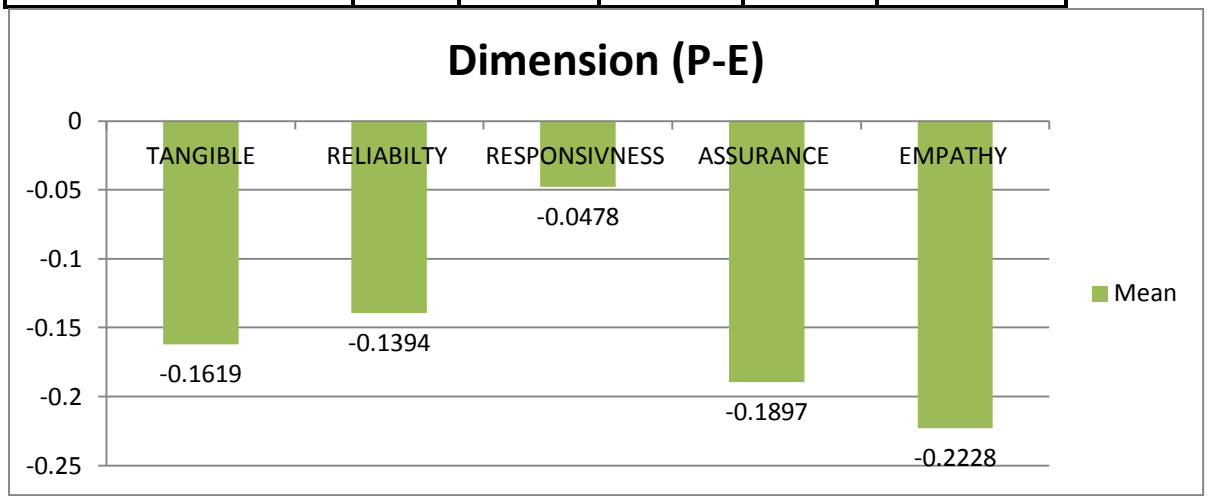
Perceived	N	Minimum	Maximum	Mean	Std. Deviation
Average of Tangibility (P)	780	2.00	6.75	4.4218	1.03430
Average of Reliability (P)	780	1.75	7.00	4.3946	1.07852
Average of Responsiveness (P)	780	1.50	6.75	4.4628	1.01191
Average of Assurance (P)	780	1.50	7.00	4.3638	1.08420
Average of Empathy (P)	780	1.40	7.00	4.3069	1.02217



From above table and chart it is clear that mean value of perceived rating of students for different dimensions of SERVQUAL is less as compare to its expectations, mean value of tangibility (P) is 4.4218, mean value of reliability (P) is 4.3946, mean value

of responsiveness (P) is 4.4628, mean value of assurance (P) is 4.3638 and mean value of empathy (P) is 4.3069.

Table 10: Descriptive Statistics for all dimensions (P-E)					
Satisfaction (P-E)	**N**	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**
TANGIBLE (P-E)	780	-4.00	4.00	-.1619	1.33357
RELIABILTY (P-E)	780	-6.00	3.75	-.1394	1.37341
RESPONSIVNESS (P-E)	780	-3.00	4.75	-.0478	1.33190
ASSURANCE (P-E)	780	-4.75	3.50	-.1897	1.31925
EMPATHY (P-E)	780	-4.20	3.40	-.2228	1.16193



Above table and chart shows the satisfaction of students for different dimensions of SERVQUAL which is calculated as perceived minus expectations, mean value of tangibility (P-E) is -0.1619, mean value of reliability (P-E) is -0.1394, mean value of responsiveness (P-E) is -0.0478, mean value of assurance (P-E) is -0.1897 and mean value of empathy (P-E) is -0.2228

MAJOR FINDINGS

1. Further data shows male and female, both students are quite dissatisfied with all dimensions of services quality.
2. In case of income class wise, for Assurance dimension for below 2 lakh income group, and greater than 10 lakh income group is positive, while for responsiveness dimension greater than 2 to 5 lakh income group value of (P-E) is positive. That shows they are satisfied with that particular dimensions. While for rest all dimensions and income class wise (P-E) value are negative which shows they are quite dissatisfied with that particular dimensions of services quality with irrespective of dimensions.

3. In case of year wise, for responsiveness for TYBBA students is positive that shows they are satisfied with that dimension while for rest all dimensions (P-E) value are negative which shows they dissatisfied with all dimensions of services quality.
4. In case of family composition wise, for responsiveness in case of joint family is positive, that shows they are satisfied with this dimension while for rest all dimensions P-E value are negative which shows they are quite dissatisfied with all dimensions of services quality.
5. In case of medium of instruction during school level, for two dimensions that are reliability and responsiveness are positive in case of students from Hindi medium school which shows they are satisfied with these two dimensions, while for rest all dimensions P-E value are negative which shows they are quite dissatisfied with all dimensions of services quality.
6. In case of means of transport to college from home for responsiveness dimension in case of students using car as a means of transport to college is positive while for rest all dimensions P-E value are negative which shows they are quite dissatisfied with all dimensions of services quality.
7. In case of City wise, for colleges of Surat city P-E value for all dimensions are negative which shows students of Surat city are quite dissatisfied with all dimensions of services quality. For Colleges of Navsari City P-E value for all dimensions are negative except responsiveness dimension which shows students of Navsari city are quite dissatisfied with all dimensions except responsiveness dimension of services quality. For Colleges of Valsad City P-E value for all dimensions are negative except two dimensions reliability and responsiveness dimension which shows students of Valsad city are quite dissatisfied with all dimensions except reliability and responsiveness dimensions of services quality. For Colleges of Bardoli town P-E value for all dimensions are negative except two reliability and assurance dimension which shows students of Bardoli city are quite dissatisfied with all dimensions except reliability and assurance dimensions of services quality. For Colleges of Ankleshwar town P-E value for all dimensions are negative except Reliability dimension which shows students of Ankleshwar city are quite dissatisfied with all dimensions except reliability dimension of services quality. For Colleges of Bharuch City P-E value for all dimensions are negative except two dimensions tangibility and responsiveness dimensions which

show students of Bharuch city are quite dissatisfied with all dimensions except two dimensions tangibility and responsiveness dimensions of services quality. For colleges of Vapi town P-E value for all dimensions are negative except reliability dimension which shows students of Vapi city are quite dissatisfied with all dimensions except reliability dimension of services quality. For colleges of Mandvi town P-E value for all dimensions are negative except assurance dimension which shows students of Mandvi city are quite dissatisfied with all dimensions except assurance dimension of services quality.

8. Finding based on weights, the weight multiply by (P-E) value, which shows that for all dimension it is negative and that reflects the dissatisfaction among students of south Gujarat.
9. There is no significant difference in the gap of all dimensions between male and female students.
10. There is no significant difference in the gap of all dimensions between students belongs to joint and nuclear family.
11. Except responsiveness there is no significant difference in the gap of all dimensions among students belongs to different cities of south Gujarat.
12. There is no significant difference in the gap of all dimensions among students belongs to different income group.

9. Conclusion

From above discussion and primary data analysis research come on conclusion that in south Gujarat region in BBA College which are affiliated to VNSGU, students are not that much satisfied with over all offerings of the colleges, in some cases for one or two dimensions of service quality the P-E value shows positive result. Detailed analysis will be done during dissertation preparation which reveals more information regarding dimensions and demography wise satisfaction level. Further in that exploratory factors analysis will also be performed.

10. Structure of Chapters report:

The outcome of the research has been presented as per the following chapterization scheme:

Chapter 1: Introduction

It includes the overall scenario of educational industry in India, Recent trends and scenario of educational industry. Followed by, importance of maintaining quality in educational institute.

Chapter 2: Review of Literature

An existing literature available on this subject has been reviewed and presented in this chapter. The researcher has also attempted to identify the research gap in this area.

Chapter 3: Research Methodology

This chapter focuses on the research methodology. It covers Objectives of the research study, Research design, population, Sample size, Sampling frame, Sampling method, Statistical tools used in the study, Data collection sources of the study etc.

Chapter 4: Data Analysis

Collected data i.e. responses of 21 statements have been analyzed by finding gaps and calculating mean and weighted mean. MS-excel and SPSS are used to perform depth analysis.

Chapter 5: Findings of the Research Study

In Major Findings have been presented in this chapter.

Chapter 6: Conclusion & Recommendations

Finally, the conclusion and recommendations have been given in this chapter.

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Annexure

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